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ABSTRACT

This publication reports on the Third Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, which was held by UNESCO in Bangkok January 19-24, 1976. Purpose of the meeting was to review the progress of the Asian Programme of Educational Innovation for Development (APEID) since the 1975 meeting in Tokyo and to consider future directions for APEID. The Bangkok Consultation Meeting was preceded by a Special Task Force Meeting that examined in detail the various APEID programs and prepared a report of its findings and recommendations for consideration at the Consultation Meeting. The appendix contains a list of participants in the Special Task Force Meeting and a list of the documents and reference materials used by the Special Task Force in its evaluation of APEID. Also included is a copy of the Consultation Meeting's agenda, a list of Consultation Meeting participants, and copies of the inaugural addresses presented at the Consultation Meeting. (JG)

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Third Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development

Bangkok, 19-24 January 1976

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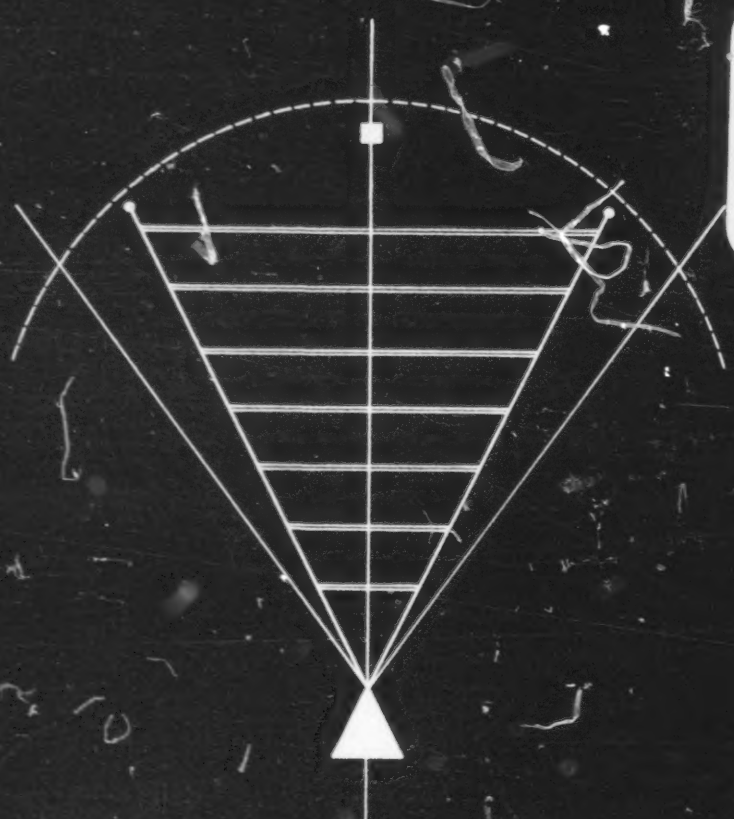

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The contents of this publication represent the views of the participants of the Meeting and do not necessarily coincide with the official position of Unesco. No expression of opinion is intended herein concerning the legal status or the delimitations of the frontiers of any country or territory.

The Third Regional Consultation Meeting was convened by Unesco at Bangkok on 19-24 January 1976 in order to review the progress of the Asian Programme of Educational Innovation for Development and to consider the future directions of its activities.

In preparation for the Consultation Meeting, a Special Task Force consisting of senior officials from the countries/associated centres which acted as hosts for APEID activities, met at Bangkok on 15-17 January 1976 and examined in detail the various programmes that had been carried out during the year under review. The Special Task Force reported its findings and recommendations to the Consultation Meeting.

The conclusions of the Third Regional Consultation Meeting on the terms of its remit are presented in this Report.

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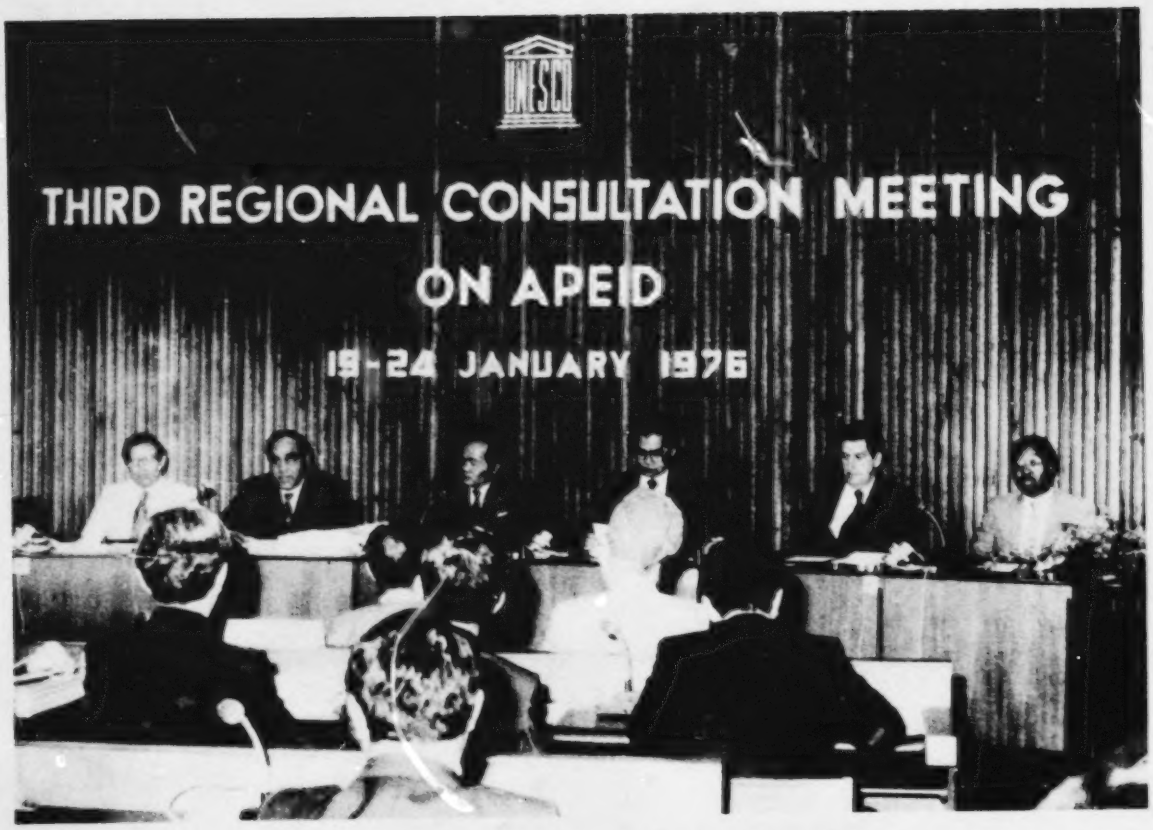


The Opening Session of the Third Regional Consultation Meeting on APEID, 19 January 1976

I. INTRODUCTION

Background

The Asian Programme of Educational Innovation for Development (APEID) is annually reviewed by high-ranking officials from the participating Member States in Asia.

The first annual review was made by a meeting convened at Bangkok, 25 February-4 March 1974, and the second review followed on 26-31 May 1975 at a meeting held in Tokyo. The present Regional Consultation Meeting is the third in the series which Unesco has convened since the inception of the Asian Programme. These periodic consultations are integrally related to the concepts which underlie the Asian Programme, namely, it is a programme of the participating Member States, to be fashioned and guided by them ; it builds on what they have and what they are willing to share ; its focus is on development.

Convened at the invitation of Unesco, the Meeting was held at the Regional Office for Education in Asia, Bangkok, from 19-24 January 1976, with the Thailand National Commission for Unesco and Ministry of Education, Royal Government of Thailand acting as generous hosts. (List of participants : Annex I).

The principal areas for review by the Meeting were :

i) Major trends in education in the Member States ;

ii) Progress of the work already done under APEID, including APEID's methods of operations used in implementing various activities ;

iii) Schedule of activities proposed for 1976 ; and

iv) Scope and design for the Second Cycle of APEID in terms of aspirations and emerging problems which the countries have in common. (Agenda of the Meeting : Annex II)

Inauguration

After an address of welcome by Mr. Prapat Saengwanit, Secretary-General, Thailand National Commission for Unesco, Mr. Raja Roy Singh, Director, Unesco Regional Office for Education in Asia, Bangkok, welcomed the participants and guests on behalf of Unesco.

His Excellency Dr. Nibondh Sasidhorn, Minister attached to the Office of the Prime Minister, Royal Government of Thailand, in inaugurating the Meeting stressed the urgent need for educational transformation and development in the

context of changing socio-economic and cultural conditions in the region. He pointed out that the present education system has tended to divide the society into a class which being educated has power, and the uneducated mass of the people. It has pursued information and knowledge without inculcating wisdom. Furthermore, the present education system is becoming too expensive and too time-consuming; too much dependent on acquisition of facts and bits of knowledge and with too little concern with total and all-round development. In the effort to reach an ever-growing number of people, heavy investments are now being made in various forms of educational technologies. In the process, education is becoming dehumanized while the financial costs continue to rise.

Dr. Nibondh Sasidhorn stressed that education programmes should not only train or make people self-reliant but should also increase their capacity to co-operate with each other and to be able to establish harmonious social relationships. Educational reform should be carefully planned and implemented as a part of the total national development process, taking into account the cultural background of the society concerned. (Text of the address: Annex III)

Work of the Meeting

At the first plenary session the Meeting unanimously elected Dr. M. A. F. Siddiq (Afghanistan) as Chairman; Mr. K.N. Channa (India), Mr. T. Inumaru (Japan), Dr. L. Soriano (Philippines) and Dr. Yung Dug Lee (Republic of Korea) as Vice-Chairmen; and Mr. U.A. Isani (Pakistan), Dr. D. F. Hernandez (Philippines) and Dr. H. Safavi (Iran) as Rapporteurs.

Unesco staff members Dr. A. Latif and Mr. E. Prabhakar acted as secretaries of the Meeting.

The Meeting held nine plenary sessions in which it considered all the items of the Agenda. In the closing session on Saturday, 24 January 1976, the Meeting adopted its Report.

Dr. H. Safavi, participant from Iran, conveyed to the Meeting the Government of Iran's invitation to hold the next Regional Consultation Meeting in Iran. The Meeting placed on record its appreciation and thanks to the Government of Iran for its generous invitation.

The Meeting placed on record its gratitude to the Ministry of Education, Royal Government of Thailand, and the Thailand National Commission for Unesco for acting as hosts to the Meeting, and to Unesco for convening it.

II. NEW TRENDS AND DEVELOPMENTS IN EDUCATION

The Meeting decided that the Country Reports on New Trends and Development in Education in the participating countries and the reports on the work of National Development Groups (NDGs) be presented and considered together, as the two reports would have much in common. Fourteen countries participating in APEID and Australia reported on recent developments in education: Afghanistan, Bangladesh, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, Sri Lanka, Thailand, and Australia.

The main points that emerged from the presentations are summarized below:

i) Extension of educational opportunities

Increasingly, educational policies are seen as interlinked with social issues and this is reflected in the recognition that if meaningful development has to be carried out, then the entire population must be involved in education. Most countries are undertaking programmes of formal and non-formal education to cover under-privileged and disadvantaged groups and areas in order to improve the quality of life for the masses. In countries where schooling facilities have already been provided for all pupils of school-going age, efforts are being made to extend the length of universal schooling. Paucity of resources, and in some cases the shortage of trained teachers, continues to be a major problem.

In many member countries the rural areas are lagging far behind the urban areas in terms of provision of educational facilities. Also, education of girls is inadequately developed. Economic considerations play a substantial role in keeping the lower-income groups out of school. To compensate for this handicap, many member countries have introduced schemes for providing free/subsidized textbooks for school children. Some countries have also introduced schemes for providing meals to school children.

In order to reduce the cost of the formal school system and to bring educational programmes to the out-of-school population, especially in remote areas, expanded use is being made by many of the Member States of mass and other media. As an illustrative case, 'open air elementary schools' are being tried to accommodate larger numbers of school children.

Drop-out and wastage tend to sharpen inequalities in educational opportunities and renewed efforts are being made by many countries in the region to

reduce their incidence. In some countries, innovative methods are being tried out, such as: continuous progression, automatic promotions, in-school-off-school approach, or allocation of special instructional time for the slow/disadvantaged learners.

ii) Curriculum reforms based on community-based development approaches

Education planning is being viewed increasingly as a part of the overall socio-economic planning of governments, with development being directed towards improving the quality of the life of the masses of people.

This development-oriented thrust has led to a re-examination of the curriculum with a strong feeling that the curriculum offered must be related to the needs and aspirations of the communities served by the school system. Where this aspect had been neglected, it has resulted in a wide gulf between the educational systems and their communities. In the development of new curricula, much stress is given to involving the communities in the educational process. This has led to the adoption of the community-based approach to educational and development efforts.

Another focal point of current educational trends is the importance attached to the provision of scientific and technological education of the people to enable them to take their place as members of a modern dynamic society. The end-product and the skills imparted are geared to the manpower and developmental needs of the community.

Several participants referred to the experience that educated persons, for a variety of reasons, have an aversion towards manual labour. On receiving education, these people do not fit in the traditional jobs and economic pursuits of their society, and tend to migrate to the urban areas in search of white-collar jobs. This has given rise in many developing countries to a situation where, on the one hand, the literacy rate continues to be very low, and on the other hand, the unemployment of educated persons continues to rise. To meet this situation, one step, among others, is to make the school curriculum work-oriented. At the first-level of education, the stress is on basic life skills and other areas of immediate concern.

iii) Structural and administrative changes

There is growing awareness in the Member States that it is no longer possible for a central authority to effectively implement a vast programme involving an ever-increasing number of students and teachers. The participants reported measures and plans for fundamental re-organization of the administrative structures of their educational systems. Decentralization has been attempted in a variety of forms in order to involve the local population at the grass-roots level in the educational effort.

Many countries have also felt the need for structural changes in the school system in order to achieve more effective teaching/learning.

In order to make the best use of scarce resources, it is imperative that there be better planning of education; and in order to minimize wastage and improve the internal efficiency of the educational system, it is necessary that the manpower requirements and the changing demands of the national economies must form the basis for educational planning.

iv) Pupil evaluation and examination reform

In order to reduce the rate of drop-outs in the school system and to provide better training for teachers, the need has been felt for systematic research and the setting up of new types of educational institutions for innovation.

Examination reforms are receiving urgent attention in some countries as a prerequisite for effectively implementing the changed curricula and achieving the new objectives. Most of the member countries have, therefore, embarked upon systematic programmes to rationalize the examination system. In some countries, stress is being laid on internal evaluation, while in others, a combination of internal and external evaluation is being followed.

v) Teacher training

It has been recognized that the teacher is the key to the successful launching of many educational reforms. Many country reports mentioned the steps taken for a systematic reorganization of the teacher training curricula and in-service educational programmes as a prerequisite to the launching of revised curricula.

In order to meet the shortage of teachers and to enhance their effectiveness, increasing use is being made of educational technology, both software and hardware, and the multi-media approach.

The changing role of the teachers is also being stressed in many of the countries. Education is no longer viewed as an activity carried out in isolation from other social and economic programmes. Increasingly, the facilities of the formal and nonformal education systems and programmes are being mobilized for activities such as adult functional education and integrated rural development programmes.

National Development Groups for educational innovation

The National Development Groups (NDGs) came in for considerable discussion. The Meeting noted that NDGs have been established in all the member countries. However, the composition of the NDGs varies considerably among the different Member States. The functions and the effectiveness of the NDGs also vary. It was suggested that perhaps 'models' could be made of the composition and the functions of the NDGs to be used as guidelines by the Member States. The Meeting was, however, of the view that no rigidity should be brought in this structure and that it was advisable to allow the Member States to develop the NDGs on the lines best suited to their particular conditions.

Most of the countries reported having undertaken national inventories of innovative projects in education. This is indicative of the fact that there was a growing awareness of the necessity for innovation in the field of education. A number of Member States have held seminars at the national and local levels on innovations in education.

A corner of the Conference Hall of the Unesco Regional Office (Darakarn Building) during a plenary session

III. PROGRESS REVIEW OF ASIAN PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT

IV. REVIEW OF PROPOSED ACTIVITIES FOR 1976

III. PROGRESS REVIEW OF ASIAN PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT

1975 was the first year when APEID became fully operational and the full range of its activities began to unfold in implementation.

The present review was also a tripartite review (in terms of UNDP procedures) and in preparation for it, a Progress Report on APEID was sent in advance to all the participating parties. In addition, a special document entitled 'Participation in Innovation' was compiled and supplied to the participants. This document listed all the activities organized under APEID, the host institutions, and the names and particulars of the participants who took part in these activities from the countries of the region.

To facilitate a detailed consideration of the various activities organized in APEID, a Special Task Force to evaluate APEID's modes of operation was assembled at Bangkok just prior to the Third Regional Consultation Meeting. The Special Task Force brought together 16 participants consisting of two Chairmen of National Development Groups (of countries where the Mobile Training Teams had been organized for inter-country workshop), ten Directors/Senior Staff Members of Associated Centres which acted as hosts for activities of APEID, the Representative of the National Institute for Educational Research, Japan, three representatives from the Ministry of Education, Government of Thailand, and two observers from the Southeast Asian Ministers of Education Organization. The Special Task Force unanimously elected Dr. M.A.F. Siddiq (Afghanistan) as Chairman; Mr. T.M. Sakya (Nepal), Dr. Ruth H.K. Wong (Singapore) and Mr. Moegiadi (Indonesia) as Vice-Chairmen and Dr. Paz G. Ramos (Philippines), Mr. K.D. Ariyadasa (Sri Lanka) and Miss Asiah binte Abu Samah (Malaysia) as Rapporteurs. (List of Participants: Appendix 1a) Unesco staff members, Dr. M.C. Pant, Dr. H.K. Paik and Mr. M.S. Ramos acted as secretaries to the Task Force.

Meeting at Bangkok on 15 to 17 January 1976, the Special Task Force examined the methods of work of APEID and the various activities organized in the course of 1975. Besides the documentation earlier provided to the participants, the Special Task Force also studied other relevant data and documents. (List of documents and reference materials in Appendix 1b). The Report of the Special Task Force was considered by the Third Regional Consultation Meeting in plenary sessions and was incorporated with modifications in the deliberations of the Meeting.

APEID - Third Regional Consultation Meeting

Reviewing APEID's progress in 1975, the Third Regional Consultation Meeting noted that since UNDP project financing became available only in the first quarter of 1975, a number of project activities earlier envisaged for 1974 in the Work Plan had to be deferred to 1975. Thus in 1975 APEID has actually carried two years' workload.

The Meeting expressed its appreciation of work which has been accomplished and the whole-hearted support and participation which APEID activities had evoked from the participating countries. The Meeting was glad to note particularly the flexibility in programming and responsiveness to national needs and stressed that these features should continue to characterize APEID's operations.

Seventeen Member States in Asia are currently participating members in APEID. All these 17 Member States have established National Development Groups for Educational Innovation and have offered their selected innovative centres and projects for association.

The network of Associated Centres has grown from 29 in the beginning of 1975 to 43 at the end of the year. More centres are in the process of association. The quite numerous and also complex set of activities which APEID had to carry out in 1975 would not have been feasible within the given time span and resources but for the network of Associated Centres, which provided generously the services of their specialists and their facilities.

The Inter-Project Exchanges, Mobile Team Training Operations, and Sub-Regional Training Courses have been held as scheduled (except one Sub-Regional Training Course which had to be deferred owing to current rephasing of UNDP financial input). A number of useful publications have been issued. Major contributions to these activities, it was noted, have been made by the participating member countries. For example, National Development Groups in the countries have prepared Inventories of Educational Innovation, conducted national seminars and are now preparing a series of case studies of important innovative projects.

The Meeting noted with appreciation the efforts of APEID to work closely with other Organizations, UNICEF, U.N. Agencies, and SEAMEO.

With the Report of the Special Task Force before it, the Meeting examined the various methods of work adopted by APEID in carrying out its activities. These are broadly classified into three categories:

1. Exchange of experiences and development of personnel;
2. Development meetings and training workshops;
3. Development and dissemination of materials and information.

Expressing its appreciation to the Special Task Force for its Report, the Meeting recorded the following conclusions and recommendations.

EXCHANGE OF EXPERIENCES AND DEVELOPMENT OF PERSONNEL

Activities of APEID relating to the exchange of experiences and development of personnel were organized through the following three modes of operations:

A. Inter-project and inter-country visits;

B. Mobile training team operations and in-country training workshops

C. High-level personnel exchange workshops.

The exchange of experiences provided through these modes of operations was seen as contributing to: the sharing of ideas and experiences; providing opportunities for discussion of issues and problems; generating interests in other country projects through first-hand knowledge or through person-to-person contact; and facilitating exploration of ways and means of resolving common issues and problems of the countries involved.

A. Inter-project and inter-country visits

Progress review of activities

In 1975 a total of 41 specialists from six countries participated in this programme and visited various institutions in nine Member States. The period of visits ranged from one to twelve weeks. Funding was generously provided by UNICEF and by country programmes.

The operation of the inter-project and inter-country study visits was divided into four phases, namely: (i) preparatory phase; (ii) observation-cum-study visits phase; (iii) evaluation and planning for follow-up phase; and (iv) follow-up phase.

Observations and recommendations

1. The Meeting was appreciative of this mode of operation and regarded it as extremely beneficial, both for the visiting personnel and the staff of the hosting institutions. It suggested that this 'two-way' give-and-take feature of the programme should be further strengthened.

2. The four phases in which this mode of operation has been implemented should continue with the following modifications and changes to make it even more effective in the future and to derive optimum benefits:

i) In the preparatory phase, the present pattern should be reinforced through the preparation of a brochure providing guidelines/information regarding the philosophy and purpose of the programme, the programme components and a meticulous description of the possible activities that may be engaged in by the participants during the visits and on their return.

The following format is suggested:

	General Information	Specific Project Information
Guidelines for Participants		
Guidelines for Host Country		

ii) A questionnaire asking the participants about their training needs, interests and general problems relating to their educational system as well as their expectations from the visit should be obtained well in advance of preparing the itinerary. The questionnaire results should also be forwarded to the hosting countries.

iii) The observation-cum-study visits phase should be properly timed. A team of school-level educators interested in school practices, for instance, may not be sent out to a country during a school vacation as the purpose of such a visit would not be accomplished.

iv) It is desirable that the group sent out to a country should, as far as possible, be homogeneous in interests.

v) For the follow-up phase, the role, structure and functions of the National Development Groups should be strengthened so that they would be in a position to integrate the experiences and follow-up programmes in their country plans and projects.

3. The inter-project and inter-country study visits should cater to the three hierarchical levels of:

i) high-level personnel, that is, those operating at decision-making level;

ii) those who are vested with the responsibility of translating these decisions into action and spelling out the strategies of action;

iii) those who generate the instructional materials including teachers, supervisors and other, working at the grass-roots level.

For category (i) the period should be relatively short, say 2-3 weeks; for category (ii), the period should be longer, say 3-5 weeks; and for category (iii) the long-term internships of 12-15 weeks leading to involvement in the activities would be highly desirable.

B. Mobile training team operations and in-country training workshops

Progress review of activities

The mobile training team workshop is basically intended to fulfil the urgent training needs identified by the participating countries. During 1975, two mobile team operations were carried out in curriculum development in Afghanistan (38 participants) and Nepal (35 participants).

The workshops were designed in the form of a mobile team operation consisting of four phases of activities; namely: (i) preparatory planning, (ii) inter-country visits, (iii) planning of the in-country training workshop, and (iv) in-country training workshop.

Observations and recommendations

1. Afghanistan and Nepal have testified that workshops have greatly contributed to the strengthening of the national capacities for carrying on their own educational and curriculum reform programmes. Nepal is already currently running a similar workshop from its own resources in another region and has planned to cover the remaining two regions in the country. In Afghanistan the workshop has generated interest and action for developing primary teacher education curriculum.

2. In view of the usefulness of the mobile training team operations mode, it is desirable that this mode of operation should be extended to other programme areas and levels of education. More stress should, however, be given to in-country workshop phase, with special attention to mobilizing the country's own resources. Furthermore, the mobile training team operations as far as possible, should be construed as requiring the training teams to be mobile in in-country operations on their return to their countries.

3. The inter-country and inter-project visits were seen as open-ended programmes and the mobile training team operations were seen as more specific in scope focused mainly on the area of concern leading to the attainment of the intended training objectives, namely, conducting the in-country workshops.

C. High-level personnel exchange workshops

Progress review of activities

This mode of operation was used in organizing a workshop on curriculum development. The workshop was intended:

- to deliberate on the experiences of the on-going curriculum activities in the Member States in relation to similar activities in the world;
- to identify common problems and issues in curriculum development;
- to determine possible ways and means to deal with the problems; and
- to suggest follow-up activities in order to foster collaboration among the Member States in the area of curriculum development.

The host institution collected through correspondence well in advance of the workshop, suggestions and background materials on problems which were of common interest to the prospective participants. The details of the agenda were however developed by the participants themselves at the workshop after discussions on problems and issues in the participating Member States, particularly those which related to the centres and agencies with which the participants were concerned.

Observations and recommendations

1. Though the experience of this mode of operation at this stage is limited to one activity which has been organized only recently and the follow-up actions have yet to be seen, the features that characterized this High-level Personnel Exchange Workshop were considered particularly appropriate to the level to which it catered. These features could characterize future high-level personnel workshops too, with the terms of reference laid down at the planning stage. It was also felt that such workshops should be extended to other programmes and problem areas as well.

* * *

The following general comments and suggestions were made for making these three modes of operation still more effective in future activities:

i) The Meeting considered inter-country and inter-project visits and the mobile training team operations very useful in promoting inter-Associated Centre co-operation. Such co-operative interchange could take place bilaterally, even outside the purview of APEID. This would require channelling of information on country activities to Associated Centres, with ACEID acting as a clearing house or promoting direct contacts between interested countries.

ii) The Meeting recommended that arrangements should be made for the provision of resource persons on request to Associated Centres from the pool of such persons available for participation in APEID programmes. This would require the compilation of a 'directory' of resource persons.

iii) The Meeting was of the view that these methods of operation and activities should be widened to include the other areas in which APEID is active; namely, teacher education, science education, educational technology, etc.

iv) When an APEID seminar is organized in one country, it could make the exchange of experiences regional by arranging for the participants to visit related projects in other countries on their return. This would require only additional per diem which may either be contributed by ACEID or be provided by the host countries. The mode of operation that was adopted in conducting the Regional Field Operational Seminar on Educational Innovations in 1974 was suggested as a good example to follow.

DEVELOPMENT MEETINGS AND TRAINING WORKSHOPS

For development meetings and training workshops the following modes of operation were adopted:

A. Technical working group meetings and regional planning workshops;

B. Sub-Regional Training Courses/Workshops;

C. Development and implementation of project activities.

A. Technical Working Group Meetings and Regional Planning Workshops

Progress review of activities

In 1975, four Technical Working Group Meetings were held: Technical Working Group Meeting on Management of Educational Innovation (New Delhi), Technical Working Group Meeting on Educational Technology (Singapore), Technical Working Group Meeting on Alternative Structures and Methods in Teacher Education (Kathmandu), and Technical Working Group Meeting on Science Education (Manila).

Technical Working Groups have been used for the following purposes: (i) to work out certain operational details based on the discussion of their experiences by the senior staff of projects and the latest theoretical and technological developments pertinent to the problems; (ii) to prepare further guidelines; (iii) to identify certain specific tasks to be undertaken for the projects; and (iv) to prepare suggestions and exemplar materials for attainment of such tasks to be undertaken by Associated Centres and/or national scholars in the member countries.

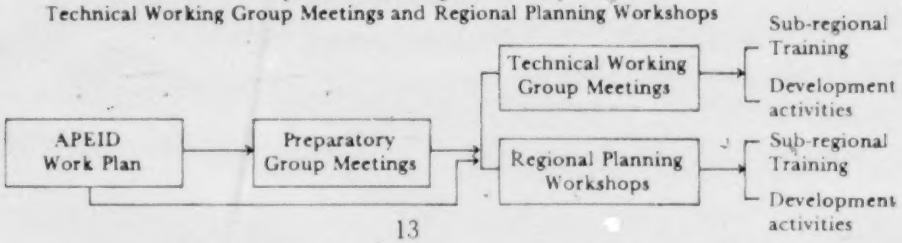
In addition to these four Technical Working Group Meetings, a Regional Planning Workshop on Teacher Education and Curriculum for Development was organized. The workshop established guidelines for designing curriculum and teacher education programmes in relation to national efforts and suggested a plan of work for the Associated Centres for producing exemplar modules and instructional materials. It was noted that these guidelines envisage three focal points; namely: health and nutrition, employable skills development and rural transformation. The Meeting also noted that the workshop had developed two modules on the preparation of modules, one in the area of Curriculum Development and the other on Teacher Education, and that these were being used by the participants in their own work in their countries.

Observations and recommendations

1. This mode of operation for purpose of working out certain operational and technical details of the programmes and identifying certain specific tasks to be undertaken for the projects was endorsed by the Meeting.

2. The mode of operation concerning Technical Working Group Meetings and Regional Planning Workshops is at present conceived as shown in the diagram:

Present mode of operation showing relationship between Technical Working Group Meetings and Regional Planning Workshops



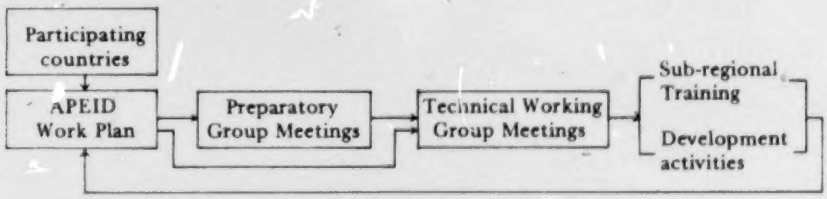
The Meeting made two recommendations in respect of the above diagrammatic representation with regard to these two modes of operation of APEID:

i) Inasmuch as Technical Working Group Meetings and Regional Planning Workshops have practically the same functions, scope of work and level of participants, only one term, namely Technical Working Group Meetings should be used in future.

ii) The role of the participating countries in providing the primary inputs to, and responsiveness to the feedback from sub-regional training and development activities of, APEID work plan should be clearly indicated

The following revised diagram incorporating the above recommendations was developed by the Meeting:

Proposed ACEID mode of operation concerning development activities



3. It was further suggested that the Technical Working Group Meeting mode of operation should continue with the following modifications and changes to make it even more effective and derive optimum benefits in the future:

i) The venues of the Technical Working Group Meetings should be determined on the basis of availability of resources and readiness of hosting institution as well as co-operation of Associated Centres.

ii) It is necessary to maintain the level of the participants amongst countries, and also within countries for successive programme participants. In certain special areas, like science, it may not be possible to have a continuity of participants from one activity to another. In such cases, the National Development Groups should ensure that, as far as possible, the participants have similar backgrounds and competence.

B. Sub-Regional Training Courses/Workshops

Progress review of activities

Experience with respect to sub-regional training courses is limited to the organization of one course on the management of educational innovations and the planning of a second one on curriculum for development. The mode of operation is described in terms of the organization of the course already held.

The course was planned in a Technical Working Group Meeting on the Management of Educational Innovation held in New Delhi. It was held in Indonesia for seven countries with 19 participants.

The overall objectives of the course were to develop skills for analysing the systemic nature of change process, to increase self-awareness and self-effectiveness and to strengthen the ability at the national and local levels for designing and redesigning project strategies. The course was divided into four phases: (i) Orientation within the home countries; (ii) Two-week course in Indonesia; (iii) In-depth study of one project in Indonesia and one in Malaysia, (iv) Follow-up, (this phase of the course has yet to be undertaken).

Observations and recommendations

1. Two weeks for the programme were not adequate to prepare the participants. The period of visiting another country for five days might be used to extend the period of the training workshop at the host country. It was suggested further that consultant services should be made available, starting from the planning stage to the implementation of the course/workshop.

2. Sufficient time for preparation of the Sub-regional Training Course/Workshop should be allocated in order to involve participants in the preparation of the workshop activities and other materials prior to the training workshop. It was further suggested that training materials prepared by ACEID should be pre-tested and revised to make them more practical and realistic.

3. An evaluation scheme including follow-up should be built in the planning of the course/workshop in order to determine the extent to which the objectives have been met.

4. While the follow-up evaluation should be the major responsibility of the participating country, ACEID should evolve its own system of follow-up in collaboration with the participating country.

C. Development and implementation of project activities

The modes of operation which are especially designed as integral steps in the development and implementation of project activities are: (i) Preparatory Group Meetings; (ii) Field Operational Seminars; and (iii) National Seminars on Educational Innovation.

Preparatory Group Meetings

A Preparatory Group Meeting was convened in order to formulate a frame of reference and establish certain guidelines for the technical working group meetings. Specially invited to the preparatory group meeting are those who are later responsible to organize the next activity in sequence.

This mode of operation has been tried out in two cases: Preparatory Group Meeting on Development of Methodological Design for the Study of Unused and Under-utilized Potentialities, and Preparatory Group Meeting on Science Education.

The Preparatory Group Meeting on Development of Methodological Design for the Study of Unused and Under-utilized Potentialities was held to prepare a methodological design for the work which is to be done in Indonesia and Pakistan during 1976. This meeting enabled the specialists who would be connected or

concerned with operational studies in Indonesia and Pakistan to meet and discuss problems and issues, prepare guidelines, consider feasible approaches for establishing the necessary instruments to conduct the study, and to prepare draft plans of work to be proposed to their Governments.

The Prepararatory Group Meeting on Science Education was convened in collaboration with the Korean Educational Development Institute (KEDI), Seoul, an Associated Centre of APEID, in order: (i) to explore problems, issues and strategies in science education at the basic level and trends of innovative efforts to relate them to the development goals of the countries; (ii) to evolve an approach to science education at the basic level in the light of the aforesaid explorations and in relation to the emerging needs and trends in development; (iii) to suggest guidelines on (a) the development of a new approach/approaches to science education at the basic level and appropriate strategies and methods for translating the approach/approaches to instructional programmes, and (b) the preparation of modules and instructional materials in other forms. The meeting prepared guidelines for the Technical Working Group Meeting on Science Education which was held later in the Philippines.

Observations and recommendations

The Preparatory Group Meeting on Science Education in Seoul, Republic of Korea, was linked to the Technical Working Group Meeting on Science Education held in the Philippines. The Meeting observed that the latter made good use of the guidelines prepared in Seoul for developing new approaches to science education at the basic level and appropriate strategies and methods for translating the approach/approaches into instructional programmes. In addition, modules and instructional materials were prepared in the areas of health and nutrition, employable skills, and rural development so as to link science education with real life situations.

Field Operational Seminars

This mode of operation was used in two activities organized by ACEID. The first one was in collaboration with the National Institute for Educational Research (NIER), Tokyo, from 21 August to 4 October 1974, under which the directors and senior staff members of all Associated Centres were invited to the Seminar (in the case of the participating Member States without any Associated Centre, the directors or senior staff members of one centre of innovation from each such Member States were invited).

The second activity was also organized as a joint venture between ACEID and NIER and was held at NIER, Tokyo, with the participation of 11 Member States. The participants were specialists dealing with work-oriented education. The purposes of the Seminar were: (i) to exchange information and experiences in work-oriented education among Asian countries; and (ii) to examine major problems and identify some solutions in curriculum development and instructional strategies for work-oriented education.

Observations and recommendations

The Field Operational Seminar enables participants to make a visit to and critically examine on the spot an innovative experience, and prepare case study reports. The purpose of the first Field Operational Seminar was to orient high-level officials of the countries toward the role of their institutions as centres associated with ACEID. While this objective was a sound one, the Meeting was of the view that the involvement of high-level officials for two months was rather too long in relation to the objectives and the level of participants. It therefore recommended that the length of the field operational seminar be shortened.

National Seminars on Educational Innovation

One of the essential purposes of the national seminar is to bring together innovators in education, as well as those in other fields, and to provide them a forum for exchanging their experiences. National seminars may be held in conjunction with the compilation and preparation of inventories of educational innovations, or for reflection on, and wide-scale dissemination of, the innovative projects covered by such inventories.

Out of the 17 Member States participating in APEID, 13 have expressed their interest in organizing national seminars. Seven countries have already conducted their national seminars, namely: (i) Bangladesh; (ii) Indonesia; (iii) Japan; (iv) Republic of Korea; (v) Nepal; (vi) Philippines, and (vii) Thailand.

Observations and recommendations

The Meeting observed that two strategies for implementing national seminars were followed. While some member countries organized the national seminar before having the national inventory, others followed a reverse procedure. In this connection, the following suggestions were made:

i) The criteria for selecting innovative projects should be carefully reviewed. The national reports including case studies and inventory should be published and disseminated widely through newsletters and other ACEID publications. The national on-going innovations should be studied by ACEID in collaboration with the Associated Centres.

ii) National seminars would also be most useful in the launching of new innovative projects.

iii) Sub-national seminars as a follow-up of a National Seminar on Educational Innovation should be planned. The Meeting also noted the need for selecting at least one of the most innovative projects in each country and having it developed as a case study by a regional team.

DEVELOPMENT AND DISSEMINATION OF MATERIALS AND INFORMATION

A. Co-operative development of materials and exchange of materials

Development of a Regional Educational Media Resource Exchange Service (REMRES)

Progress review of activities

At the Technical Working Group Meeting on Educational Technology held in Singapore from 28 July to 2 August 1975, the participants suggested a media information and material exchange system in connection with the activities which are to be undertaken in the area of educational technology under APEID.

In terms of the guidelines provided by the meeting, preparatory work for organizing REMRES to function is in progress. The development of the means to collect, select and disseminate educational media resources and to facilitate sharing of experiences are also in progress.

Observations and recommendations

1. REMRES could be an effective service unit for the Associated Centres (such as Singapore's Educational Media Service, Malaysia's Educational Media Service, and New Delhi's Centre for Educational Technology) in the collection and dissemination of information on educational media resources and experiences Obviously, due to limitation of personnel and other resources, REMRES should not be involved in production of materials.

2. REMRES should give greater attention to the collection and dissemination of information on effective teaching/learning strategies which are a function of educational technology.

3. It is felt that co-operative development and exchange of materials as a mode of operation encompasses the whole range of material-development/exchange activities generated by all six programme areas of APEID. As such, REMRES should be seen as facilitating the inter-programme flow of information.

4. All activities geared to production of materials at a regional level should be carefully reviewed in the light of relevance and dissemination constraints. It is felt that development of skills in techniques of material production would be a more worthwhile target of regional seminars, workshops and courses rather than material-production per se.

B. Information development and diffusion

An important aspect of the work of the Asian Centre of Educational Innovation for Development (ACEID) is the development and encouragement of active networks of information among the Member States and within each Member State participating in APEID. The following activities have been carried out in 1975:

Inventories of innovative projects

Progress review of activities

A number of approaches have been used by ACEID in collecting inventories of innovative educational projects. One approach was the use of available sources such as the reports of the Field Operational Seminar on Educational Innovation and identification missions and case studies of educational innovations in some Asian countries.

Another approach was to suggest to the NDGs in the 17 participating Member States to prepare national inventories of educational innovations. In response to the suggestion, 15 participating Member States had expressed their interest in compiling the national inventories.

Inventories from seven countries - India, Indonesia, Japan, Republic of Korea, Nepal, Philippines and Thailand - have already been received in ACEID.

It is expected that by the end of the first quarter of 1976, around a dozen national inventories would be received. These inventories will be published and disseminated to the Member States participating in APEID and to other interested parties. The Member States are also encouraged to publish their inventories in the national languages.

Observations and recommendations

1. The Meeting agreed that the two approaches used in collecting inventories are appropriate and suitable in view of the need for such information at regional and national levels. Apart from the valuable information to be gained from such inventories, the actual execution of the inventory is itself an enriching experience for those involved at the national and intra-national levels. Moreover, the various methods that have been employed at the national level in the preparation of such inventories are worth study in themselves.

2. The following considerations were emphasized in the preparation and dissemination of inventories:

i) The inventories should not be ambitiously comprehensive at this juncture, otherwise they will never be completed as new innovative projects are 'discovered' or initiated. To ensure relevance, such inventories should be updated periodically.

ii) The term 'innovative' needs to be clearly defined over time as otherwise the compilation would be too heterogeneous and cumbersome.

iii) Evaluation strategies of the innovative projects listed should be included as a guide for those making use of such inventories.

iv) National Development Groups and ACEID should, on continuing basis, conduct follow-up surveys to ascertain to what extent member countries have utilized such inventories.

Case Studies

Progress review of activities

A case study is a description of a problem situation and an analysis of the variables relevant to that situation or case. It is intended to convey an understanding of a class or type of situation by a full and objective description and detailed analysis of the various factors which enter into that situation.

Complementary to the national inventories, two types of activities have been undertaken for compilation and publication of case studies:

i) Five curriculum development centres have been case-studied by the national scholars and institutions.

ii) Requests have been addressed to National Development Groups through the National Commissions for Unesco for the preparation of some short (40-50 pages) and long (120-130 pages) case studies on projects of regional interest.

Observations and recommendations

1. It was felt that the target audience for the case studies, once they were completed, needs to be limited to interested institutions/groups; otherwise their dissemination would become a serious problem. It was also felt that such case studies could be fruitfully utilized for future seminars, workshops and training courses conducted at regional/national levels.

2. With regard to the dissemination of such case studies, it was noted with approval that the following methods were proposed to be used:

i) Supply of multiple copies to all National Development Groups;

ii) Supply of multiple copies to interested institutions; and

iii) Placing copies on sale to interested parties.

The Meeting further suggested three other possible modes:

i) Publishing abbreviated versions of the case studies via educational Journals/Reviews/Newsletters;

ii) Circulating abstracts of the studies to interested institutions/groups; and

iii) Making copies of the studies on microfilm/microfiche.

Publications

(a) ACEID Newsletter

Progress review of activities

The Newsletter serves a two-fold purpose: (i) to report on innovative work in education being undertaken in the Member States; and (ii) to report the activities of APEID.

Four issues of the Newsletter have been published as of December 1975. The fifth issue is under preparation.

Observations and recommendations

1. The Meeting expressed appreciation of the Newsletter and particularly of the detachable sections with abstracts on on-going innovative projects.

2. The focus of the Newsletter was rightly set on the reporting of innovative efforts made in Member States and on APEID's progress, but the potential impact of the Newsletter as a forum for the views of readers from the Member States should be recognized. This would require some person at ACEID to whom views, opinions, questions for the Newsletter could be addressed. At the same time National Development Groups might need to be made aware that a two way communication channel was opened through the Newsletter.

3. It was felt that the pattern of demand might change over time, and therefore it would be necessary to assess 'audience-reactions' from time to time to ascertain whether the Newsletter is continuing to fulfil its role effectively.

4. The Newsletter should also acquire extra-regional significance and include information from international sources.

(b) Directory and Calendar of Activities of Associated Centres

Progress review of activities

The Directory and Calendar for 1975 of 30 national centres associated and/or offered for association with APEID has been published with the following objectives: (i) to enable governments of countries to select appropriate centres of other countries where their scholars may be attached for study-cum-observation; and (ii) to supply pertinent information about the national centres to the technical and planning groups constituted under APEID, so that they can select the suitable centres for the preparation of difficult elements of training packages, and for other co-operative projects. The Directory and Calendar was prepared in co-operation with the directors of the centres concerned.

An addendum to the Directory and Calendar has been published which, besides updating information on a few centres, includes 13 Associated Centres and institutions and one more which has been offered for association.

Observations and recommendations

The point was made that the directory should be annually updated and made available at the beginning of each year. Also, it was strongly felt that the use to which the Directory is put by receiving institutions should be evaluated from time to time.

Expanding the role of REMRES

In reviewing the various modes by which ACEID has attempted to promote information flow between itself and Member States and among Member States, the Meeting became more and more convinced that ACEID has not yet been

equipped for a task which will become increasingly formidable in terms of its objectives and the volume of work it entails.

Briefly stated, promoting information flow involves the following functions:

i) Processing of case studies, inventories, and newsletter items;

ii) Assessing demand and usage of materials produced;

iii) Acting as receiving agent for views and opinions; and

iv) Facilitating information interflow.

The Meeting therefore recommended that the role envisaged for REMRES be established around the above functions, besides the specialist function of collecting and disseminating information on educational media resources and experiences. This necessarily implies the recruitment of suitable additional staff to perform these functions.

Links with international networks

Mr. L. Fernig, Director, International Bureau of Education (IBE), Geneva, addressed the Meeting and gave it a most informative account of IBE's programmes in the field of educational information and documentation, notably International Education Reporting Service (IERS). IERS is based on a networking arrangement of which ACEID is an important component. He commended ACEID's initiative in starting 'Inventory of Educational Innovations in Asia' and stressed the need for developing an adequate data base and using a variety of means for dissemination of information, particularly microfiche. For effective documentation service, he pointed out, selected diffusion of information (S.D.I.) is crucially important.

Thanking Mr. Fernig for his presentation, the Meeting emphasized the need for ACEID to draw upon, and also to contribute to, the international bank of information on educational innovation.

GENERAL RECOMMENDATIONS

National Development Groups for Educational Innovation

The Meeting noted that all the 17 Member States participating in the Asian Programme have established NDGs whose members are representatives from various agencies involved in the promotion of educational innovation for development, both from within and outside the educational field. It was, however, observed that the NDG, as it is constituted in most member countries, is a loose association of key personnel representing institutions concerned with educational innovation.

NDGs play a very important role in promoting awareness and understanding of educational innovations, disseminating information about such innovations to educational personnel in the Member States, identifying gaps in national efforts, and encouraging the sharing of experiences and co-operative work by the innovative centres in the country.

Recommendations

1. In view of the significant role the NDGs are expected to play in each member country, the Meeting recommended that NDGs be encouraged to develop the appropriate machinery and acquire the necessary resources to discharge these functions more effectively.

2. The NDGs should make recommendations to the Regional Consultation Meeting on ways and methods to ensure effective co-ordination of the various activities in the programme areas of APEID, in the light of their experiences in their respective countries.

3. A periodic review of the APEID activities within a country should be undertaken by the NDGs in order to direct APEID programme to the specific national needs.

4. The NDGs and ACEID should develop programmes for evaluation and regular feedback of information to the Regional Consultation Meetings. Such information will help periodic review and planning of programmes and increase the overall effectiveness of the Member States' participation.

5. APEID aims at improving education of children, youth and adults in formal and nonformal settings in the participating countries. While recognizing that the gestation period of an educational programme is usually long and improvements in the teaching/learning processes and educational outcomes may not be immediately observable, the National Development Groups may nevertheless initiate activities which will help in identifying the impact of APEID on the ultimate beneficiaries in their respective countries, through methods like those developed in systems approach. Critical areas and components at appropriate points in time can be determined for suitable interventions by NDGs to guide APEID programme activities in desirable directions and on to target groups.

6. ACEID may set up a special task force on evaluation and suggest suitable evaluation procedures and checklists for such evaluation by NDGs.

IV. REVIEW OF ACTIVITIES OF APEID PROPOSED FOR 1976

Consideration of this Agenda item started with a statement by the representative of the United Nations Development Programme (UNDP) which referred to the acute financial difficulty presently facing UNDP and its implications in terms of the level of resources that will be available for UNDP-assisted projects in 1976. He specifically mentioned the fact that UNDP-assisted projects, both at country and inter-country levels, are obliged to curtail or defer into the future planned activities, including equipment purchase and recruitment of experts/ consultants in order to bring expenditures within available resources.

He expressed his regret at the UNDP's inability to meet in greater measure the financial requirements emanating from the heightened interest of the Governments in APEID and the resultant expanding activities of APEID. The Meeting was informed that the outcome of a review of the regional projects now being undertaken by the UNDP Headquarters will hopefully be made known in the early part of this year so that each project may have a clearer picture of financial resources that can be expected from UNDP in 1976 and in the immediate years ahead.

The Meeting took note of UNDP's present financial constraints and hoped that they would prove to be of a temporary nature and that such of the APEID activities as have to be deferred will be resumed in the near future. The Meeting stressed that it was more essential than ever before that the resources of the participating Member States, in services in kind or in cash contribution, be made available in support of APEID activities.

It took note with deep appreciation of the offers from two Member States of cash contributions and in addition, to meet whole or part of the expenses of selected activities for which they act as hosts, and also assurances from other Member States of continuing support including their intention to consider favourably various ways of making available local support for APEID activities in their countries.

There was a strong feeling in the Meeting that all possible effort should be made to ensure that the momentum which APEID has acquired in 1975 is not allowed to slow down. All possible means should be explored to find the resources needed; e.g., by co-operative activities with agencies having similar aims as APEID, mobilization of local resources, etc.

The Schedule of Activities proposed for 1976 was approved, noting that it would be appropriately adjusted in the light of the resources that become available. In discussing individual activities, the participants indicated in each case their country's interest in participation, or in acting as hosts.

i) In regard to the Regional Seminar on Alternative Approaches to Basic Education, one participant suggested that the experiences which are being acquired in some of the pilot experiments carried out by a SEAMEO Regional Centre be suitably drawn upon in terms of this Meeting's recommendation on 'Co-operation with SEAMEO/SEAMES'. (page 32)

ii) In regard to the development of Regional Educational Media Resources Exchange Service (REMRES), the recommendation made by this Meeting for expanding its role (pages 21 and 22) should be kept in view.

iii) The proposal for 'internship' was commended and it was suggested that it should be carried out in a flexible manner to permit an intern to have his training on-the-job, or by self-study, or by assignment to ACEID or its Associated Centres.

iv) The Meeting proposed that the scope of the mobile team operations should not be restricted only to curriculum development field or to first-level of education (age-group 5 to 11 years), but should cover other programme areas and lower secondary stage of education (age-group 11 to 14 years) according to the particular needs and requirements of the recipient country.

v) The Meeting recommended that, considering the concern that Member States have with pupil evaluation and examination reform, this theme should be given particular attention from now on.

V. TOWARD THE SECOND CYCLE OF APEID

V. THE SCOPE AND DESIGN OF THE SECOND CYCLE OF APEID 1978 - 1982

The Meeting devoted two plenary sessions to a discussion on the scope and design of the Second Cycle of APEID which covers the period 1978-1982. As this was the first exchange of views on this important theme, it was felt that continuing consultation with the Member States would be needed so that the programmes and priorities of the Second Cycle of APEID build on the valuable experiences gained in the First Cycle and are in accord with the emerging national needs and problems in the region. It is also important that this programming exercise for APEID is linked to, and draws upon, the experiences and insights which are being generated currently in developing Unesco's medium-term planning at the global level.

The Meeting was of the view that the basic structure and concepts which underlie APEID are both innovative and sound and should continue to guide the Second Cycle also; namely, the goal of APEID is the enhancement of each participating Member States's capacity to solve, through educational innovations, its problems in realizing the goals of national development set by the country for itself; in the context of international co-operation, the initiative in establishing objectives, setting priorities and organizing activities rests in the main with the participating Member States, their National Development Groups and their network of national centres of educational innovations.

The discussions of the Meeting covered the following issues:

1. Objectives of APEID for the Second Cycle.
2. Approach to determination of programme priorities.
3. National mechanisms in educational innovation.
4. Development of the network of Associated Centres.
5. Mechanism for handling information flow on educational innovation.
6. Development of work plans for the Second Cycle.

1. Objectives of APEID for the Second Cycle

The Meeting carefully examined the objectives as they were stated in the work plan of the First Cycle. It noted that some of these objectives have been achieved to a substantial degree and did not need similar emphasis as was given to them earlier. In view of the thrusts that have since emerged, the Meeting suggested the following as the objectives for the Second Cycle:

a) To promote awareness of the need for innovation relevant to the demands and the problems of change;

b) To promote understanding of the processes and practices of innovation with a view to encouraging systematic experimentation and accelerating the implementation of educational innovations in response to the problems of development identified by the Member States;

c) To enable the Member States, through mutual co-operation, in creating and strengthening national capabilities in terms of personnel, techniques and management capacity for the development and use of innovations in education linked to the goals of improving the quality of life of their people;

d) To assist in identifying and stimulating innovative activities and co-operative action among the Member States;

e) To encourage the Member States through mutual co-operation to evaluate the innovations introduced; and

f) To assist the Member States in promoting inter-country exchange of experiences through mutual co-operation.

2. Approach to determination of programme priorities

In the First Cycle the activities of APEID were conceived in terms of six Programme Areas. This approach implies that for operational purposes, innovative activities in each Programme Area become the subject of inter-country exchanges and sharing of experiences. As APEID's activities were implemented, they were in certain Programme Areas, progressively integrated in order to get a sharper focus on basic functional education with emphasis on skill development, health and nutrition, and rural development and transformation. This added a new dimension to the organization of APEID activities.

The Meeting discussed in detail whether the approach through Programme Areas should be continued in the Second Cycle, (with additional Programme Areas if necessary) or a complete switch should be made to the 'integrated approach' in which the activities are all geared to certain problems.

In the view of the Meeting, the two approaches are not necessarily mutually exclusive. If certain activities are organized by Programme Areas, it is possible to tap a wider range of educational innovations for inter-country exchange. On the other hand, if programme activities are sharply focused on selected themes that represent the development goals of education, and cut across traditionally demarcated levels or types of education, the programme activities will gain much in terms of greater responsiveness to the needs of participating countries.

The Meeting, therefore, suggested that a combination of two approaches should be considered for the Second Cycle:

- Programme Areas such as Curriculum Development, Teacher Training, Science Education, Management etc. for purposes of information flow and inter-country exchanges; and
- Focus on selected themes or problems, which are of common and major concern to the participating member countries.

The adoption of this combined approach involves a very careful determination of the priority themes and problems which the countries of the region have in common. Some themes have already been identified in the course of the First Cycle (such as basic functional education; linking learning with work; education for rural development and transformation) and more have been highlighted in the country presentations made to this Meeting. Before, however, a final determination of the Programme Areas or programme priorities, the Meeting was of the view that further consultations with the Member Governments should be held. The National Development Groups could have an important role in this regard.

The representative of ESCAP, referring to the support of his organization for the APEID programme from its very inception, stressed that 'linking education with the process of development, notably rural transformation' should be taken as one of the focal points of APEID's future programme, specially as 60-80 per cent of population in many countries of the region lives in rural areas.

He observed that in the ESCAP programme of work related to rural development there are as many as 38 activities and ESCAP is integrating them into a comprehensive Rural Development Programme for its mid-term plan, 1978-81.

Stressing the role of education as a crucial component of rural development, he pointed out that if 'educational involvement in rural development' is selected as one of APEID's focal points, ESCAP would be keen to co-operate with the Asian Programme.

The representative of UNICEF referred to the keen interest of her organization in educational programmes at basic level and the close collaboration that has existed between Unesco and her Organization. She pointed out that health and nutrition, which has emerged as an area of emphasis under basic functional education in APEID, is very much of interest to UNICEF which can support pilot studies or development of prototype materials. Apart from this, other training needs and exchange of experiences are also of interest to her Organization. She also expressed the keen interest of her Organization in receiving suggestions from Member States on the type of support which will make maximum impact in terms of their plans for educational development.

3. National mechanisms in educational innovation

Keeping in view its earlier discussions on the different modes of operation of APEID and taking note of the various activities in which the NDGs were engaged in promoting APEID, the Meeting carefully examined the need for a national mechanism in educational innovation.

The Meeting noted with appreciation that in some participating countries the NDGs have expanded their scope by (i) seeking the support of research and development institutions and scholars from within and outside the education system ; (ii) forming a network of sub-national groups ; and (iii) developing comprehensive institutions which are also concerned with the promotion of educational innovations.

While endorsing the observations of the Second Regional Consultation Meeting that the NDGs are emerging as the kingpins of the Programme, the Meeting felt, that in view of the momentum which APEID has acquired in 1975, there is a need to further strengthen the NDGs so that they become a prominent agency in national development. The Meeting suggested that the Member States might set up small working groups to look at the NDGs and their roles, functions and structure and relationship with APEID/ACEID at national and regional levels, and in terms of their own needs and prevailing structures, clarify these roles and functions and suggest mechanisms to strengthen this organization. The recommendations of this Meeting given in the earlier section (page 23) could be used by the Member States as a basis for working out appropriate machinery for NDGs.

The Meeting recommended that the relationship between the NDGs and APEID/ACEID as it has evolved at present should be maintained.

4. Development of the network of Associated Centres

The network of Associated Centres has proved itself invaluable in realizing APEID's objectives. The concept of networking national centres and building on their experiences for developing co-operative regional endeavours is basic to APEID and indeed gives to APEID its innovative character.

The number of Associated Centres has grown rapidly and will - and indeed should - continue to grow in the coming years so that the network helps to make accessible a wide range of innovative experiences in the member countries. In the further development of the network of Associated Centres, national centres and institutions concerned with allied disciplines (e.g. R & D Centres in Management or Agriculture or Skills Promotion) should also be considered for inclusion wherever the governments concerned offer them for association.

The Meeting also noted that as a result of inter-country visits, direct bilateral contacts between centres with similar interests are beginning to emerge. Such spontaneous direct communication should be encouraged, and, as recommended earlier, ACEID should provide clearing house services to promote inter-centre communication and participation.

The Meeting considered whether sub-networks, as suggested by the Second Regional Consultation Meeting, should be established. It was unanimously of the view that the establishment of sub-networks was neither necessary nor advisable. The present regional network has the advantage of covering a wide field of education ; the way it is functioning gives it considerable flexibility and

manoeuvreability. New sub-networks built on programme areas would lose this advantage and also tend to develop a 'hierarchical' system - regional network, sub-network, national network. What is clearly needed, in the view of the Meeting, is the strengthening of the National Development Groups as the mechanism for co-ordination at the national level and the clarification of their roles and functions.

5. Mechanism of handling information flow on educational innovation

The basic service of promoting the generation of information on educational innovation, its organization and dissemination covering the whole range of educational endeavour will continue to need strengthening and development - within the countries, between countries and globally.

The Meeting has made its recommendation for this in an earlier part of the report (pages 18-22).

6. Development of work plans for the Second Cycle

The Meeting then considered how the work plans of APEID for the Second Cycle might be evolved.

It stressed that continuing consultations with the participating Member States and their active involvement in the development of the work plans at all stages were of crucial importance. To facilitate inter-linking of the regional co-operative endeavour and national plans and priorities, the Meeting recommended that national work plans for educational innovation might be developed by NDGs. These national work plans would provide the contextual and substantive framework for the work plans of APEID.

In order to formulate the national work plans, NDGs may have to set up a task force or any other suitable mechanism. To facilitate the exercise, ACEID might prepare a check-list/questionnaire, which would provide information on national priorities and the modes of operation ; national development problems to which educational innovations are related; the mechanism envisaged for stimulating, promoting and co-ordinating innovative programmes and networking of institutions for innovation ; the key elements in the plans of work of the innovative institutions ; experiences which the NDGs feel other countries can share, and the kinds of experiences generated elsewhere that the country would like to benefit from.

The Meeting suggested that the national work plans be sent by the NDGs to ACEID by end of August 1976. As soon as the national work plans are received, ACEID would send copies to the Member States for sharing of experiences. ACEID would then, in consultation with member countries and with international organizations and agencies concerned, take further consequential action to draft the work plan of APEID for consideration of the Fourth Regional Consultation Meeting and other concerned organs.

VI. CO-OPERATION WITH SEAMEO/SEAMES: PRESENT AND FORESEEN

The Meeting had before it a report on co-operation between APEID and SEAMEO prepared jointly by SEAMES and ACEID. Dr. V. Bernardino, Director of SEAMES, also addressed the Meeting.

The Meeting took note of the close working relationships which had already been established between ACEID and SEAMES even before a formal agreement was concluded between Unesco and SEAMEO and which have ensured that no duplication took place in the activities initiated by the two Organizations. These close working relationships continue for reciprocal invitations to meetings/seminars/workshops organized by the two Organizations, and exchange of information and publications.

The Meeting also took note of the fact that on the basis of the agreement between Unesco and SEAMEO, supplementary arrangements could be made for the association of some SEAMEO Regional Centres with APEID through which joint activities of mutual interest (such as joint sponsorship of selected workshops/seminars, joint conduct of selected training courses and sponsorship by APEID of participants from Asian countries to some SEAMEO Regional Centres) could be undertaken at such associated centres in the same manner as is being done at present in collaboration with other associated centres.

The Meeting was informed by a representative of SEAMEO that the matter is to be shortly considered by their SEAMEO Council.

ANNEX I

LIST OF PARTICIPANTS

PARTICIPANTS

Afghanistan	: Dr. M. A. F. Siddiq First Deputy Minister of Education Ministry of Education, Kabul
Australia	: Mr. F. R. Smith Head, International Education Branch Australian Department of Education, Canberra
Bangladesh	: Dr. Md. Ferdouse Khan Educational Adviser Ministry of Education, Scientific and Technological Research and Atomic Energy Government of the People's Republic of Bangladesh Dacca
India	: Mr. K. N. Channa Secretary of Education and Chairman of the National Development Group Ministry of Education and Social Welfare, New Delhi
	Dr. S. K. Mitra Joint Director National Council of Educational Research and Training (NCERT) Sri Aurobindo Marg, New Delhi
Indonesia	: Mr. Moegiadi Secretary, Office of Educational and Cultural Research and Development (BP3K) Ministry of Education and Culture Jalan Gatot Subroto Kav. 41-42, Jakarta
Iran	: Dr. H. Safavi Vice President Institute for Research and Planning in Science and Education 46 Avenue Shahreza, Teheran
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Japan (cont'd)	: Dr. K. Koizumi Chief, Section for Educational Research Workshops in Asia National Institute for Educational Research 6-5-22 Shimomeguro, Meguro-ku, Tokyo
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Nepal	: Mr. T.M. Sakya Joint Secretary Ministry of Education, Kathmandu
Pakistan	: Mr. Usman Ali Isani Joint Secretary Ministry of Education, Islamabad
	: Dr. R.A. Shah Joint Educational Adviser National Bureau of Curriculum and Textbooks Ministry of Education, Islamabad
Philippines	: Dr. L.B. Soriano Director Bureau of Elementary Education Department of Education and Culture Arroceros Street, Manila
	: Dr. D.F. Hernandez Director, Science Education Centre University of the Philippines, Diliman, Quezon City
	: Dr. Paz G. Ramos Dean, College of Education University of the Philippines, Diliman, Quezon City
Singapore	: Dr. Ruth H.K. Wong Director, Institute of Education Paterson Road, Singapore 9
	: Mr. H. Chia Soo Kwang Media Adviser Singapore Educational Media Service Institute of Education Campus Paterson Road, Singapore 9

Sri Lanka	: Mr. K.D. Ariyadasa Deputy Director-General of Education Director, Curriculum Development Centre 255 Bauddhaloka Mawatha, Colombo 7
Thailand	: Dr. Ekavidya Na Thalang Deputy Director-General Department of General Education Ministry of Education, Bangkok
	: Mr. Prapat Saengwanit Secretary-General Thailand National Commission for Unesco Ministry of Education, Bangkok
	: Mr. Swat Chongkol Chief, Educational Research Division Department of Educational Techniques Ministry of Education, Bangkok
	: Mrs. Choob Buspavanich External Relations Officer Thailand National Commission for Unesco Ministry of Education, Bangkok
	: Mrs. Pornnipha Limpaphayom Assistant Secretary of the Education Committee Thailand National Commission for Unesco Ministry of Education, Bangkok

OBSERVERS

ESCAP	: Mr. S. Miyano Social Development Division ESCAP, Bangkok, Thailand
DSCS	: Mr. J.L. Woods Director, DSCS Bangkok, Thailand
	: Mr. David Mason Communication Planner/Programmer DSCS, Bangkok, Thailand
FAO	: Mr. G.C. Clark Regional Rural Institutions Officer for Agricultural Education, Extension and Rural Youth FAO Regional Office for Asia and the Far East Bangkok, Thailand
ILO	: Mr. N.N. Kaul Head, Relations and Information Section ILO Regional Office in Asia, Bangkok, Thailand

Annex I

SEAMES : Dr. V. Bernardino
Director, SEAMES
Bangkok, Thailand

: Dr. Kopr Kritayakirana
Programme Development Assistant
SEAMES, Bangkok, Thailand

: Mr. O.B. Claveria
SEAMEO-INNOTECH Officer-in-Charge
Bangkok, Thailand

: Dr. Siswojo Hardjodipuro
SEAMEO-INNOTECH Senior Specialist
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UNICEF : Mr. Tun Aung
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UNICEF Regional Office for East Asia and Pakistan
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: Dr. Sindhu V. Phadke
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UNICEF Regional Office for South Central Asia
New Delhi, India

WHO : Dr. P.R.J. Tassin
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External Relations Officer

Mr. Pongsak Roongrojpanich
External Relations Officer

Mrs. Savitri Suwansathit
External Relations Officer

Mrs. Pornnipha Limphayom
External Relations Officer

Mr. Ar-Nuwat Kongtaworn
External Relations Officer

UNESCO SECRETARIAT

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Mr. L. Fernig
Director
International Bureau of Education, Geneva

Mr. B.A. Haidara
Chief, Co-ordination and Evaluation Unit
Education Sector

Mr. E. Prabhakar
Chief, Asia Section
Division of Operational Programmes
Education Sector

Unesco Regional Office for Education in Asia, and
Asian Centre of Educational Innovation for Development, Bangkok

Mr. Raja Roy Singh, Director

Dr. A. Latif, Chief of ACEID

Dr. H.K. Paik, Specialist in Training Methodology

Dr. M.C. Pant, Specialist in Science Education

Mr. M.S. Ramos, Specialist in Adult Education

Mr. K. Kurimoto
Administrative Officer

Miss Charatsri Vajrabhaya
Research Assistant

ANNEX II

AGENDA

1. Election of Officers of the Meeting
2. Consideration of the Provisional Schedule of Work
3. Presentation of Country Reports on New Trends and Developments in Education in the Participating Countries
4. Reviews:
   i) Review of progress of APEID
   ii) Reports of the work of National Development Groups
5. Consideration of the Report of a Special Task Force on the evaluation of APEID's modes of operation.
6. Consideration of the Schedule of Activities Planned for 1976
7. Consideration of the Scope and Design of the Second Cycle of APEID (1978-1982)
8. Co-operation between APEID and SEAMEO, Present and Foreseen
9. Consideration of Draft Report and Adoption
10. Closing of the Meeting

ANNEX III

Inaugural address by H. E. Dr. Nibondh Sasidhorn,
Minister attached to the Office of the Prime Minister,
and Minister of the State University Bureau, Government of Thailand

Unesco Representatives,
Distinguished Participants,
Ladies and Gentlemen,

It is a great pleasure and an honour for me to be with you this morning at the inaugural session of the Third Regional Consultation Meeting on APEID. On behalf of the Royal Government of Thailand and on my own behalf, may I extend our warmest welcome to all the participants and guests from overseas. As I see present in this room so many high-ranking and important educationists of Asia, I have no doubt that the deliberations of this meeting will be very interesting and productive.

I myself have been directly involved in the educational work throughout my career, starting as a classroom teacher, a special and visiting lecturer, but later unavoidably, becoming an educational administrator at many levels. Therefore I can easily appreciate the concerns expressed by representatives of the member countries of the APEID over the current educational situations and problems in their countries, and I definitely share with them the belief that there is a need for educational transformation and development, in view of the changing socio-economic and cultural situations in this region. For this reason I am very gratified that Unesco has taken a positive action to respond to this particular regional need, through APEID, and that each member country has co-operated by designating a number of national bodies to act as associated centres for this Programme, and thus setting up a sort of a regional network for educational innovation and development in Asia.

Since we are on the topic of educational innovation for development, may I be permitted to briefly express my views, as I will not have the opportunity to be with you during the course of your deliberations. I feel that our present educational system has been causing social injustice and class-consciousness. Because of the inequality in educational opportunities, our society has been divided into two main classes: the bureaucrats or the technocrats, and the uneducated mass; and education has become a tool for social mobility or class movement. This is because education has not enabled individuals to become equally wise, but has only been giving endless knowledge and information. If people are equally wise, they will be able to differentiate between social functions and classes, and would be able to accept with contentment whatever functions they have to perform in society without having to struggle for status and class mobility. But wisdom, unlike knowledge, cannot be told or taught, but must be self-attained. Yet, how can education do just that? How can education lay firm foundations of knowledge, so that an individual can attain wisdom by himself? I would like to throw in this question for you to help find the answer. Ideally, however, I believe education's task should be towards brotherhood and for the attainment of wisdom.

Another vital point about our present educational system is that it has become too expensive, and too time-consuming, and the educational content has stressed too much on fact memorization, idea retention and knowledge accumulation that it has neglected to promote, and sometimes it impedes the growth of mental faculties. The knowledge prescribed in the school curricula and currently taught in the classroom is basically the repetition of information and knowledge which one can learn from books, newspapers, radio, television, and elsewhere. Yet our education requires that students learn and know all this, and much more. Perhaps it is high time we ask ourselves whether or not we should continue to learn more and more about less and less. Should it not be better for us to begin to learn less and less, but about more and more?

I have also noticed that the recent trends in educational development in many countries in Asia, especially those involving quantitative expansion to make education more accessible to a greater number of the public, have led to rather heavy investments on innovative techniques and educational technologies. Because of the shortage of qualified manpower to do the many tasks that need to be urgently done in the various rural and under-privileged communities, educationists have increasingly become dependent on the use of machines and materials, to replace men. In the process, education has been, by degree, dehumanized, and that at a rather high cost indeed.

This dehumanization aspect of education, to my mind, can lead to very serious socio-cultural problems. This applies not only to formal education in schools and universities, but also to out-of-school programmes and vocational training for adults. In such programmes, people should be trained not merely to be self-reliant, but also to be able to co-operate with each other, to learn to help one another in common work, and to be able to communicate, and establish happy relationship with one another. If these programmes become impersonalized, how can they be of help to the communities which they are geared to serve?

Ladies and Gentlemen, I simply wish to share with you my personal opinions which indeed reflect my very grave concerns about some possible weaknesses that should not be overlooked in educational innovation efforts. While we hold that educational reform is necessary because of the present rapid and accelerated changes in our society, such reform, I believe, should be carefully planned and implemented as part of the national development process. Consideration must also be taken of the traditional background of the society, so that the reform does not create further undesirable effects which could lead to social and intellectual burdens for our future generations.

What I have said would not be unfamiliar to top-level educationists present here, and I have every confidence that, with your participation, your wide experiences and your knowledge, this Third Regional Consultation Meeting on APEID will prove to be a success.

Thank you.

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Welcome address by Mr. Prapat Saengwanit
Secretary-General, Thailand National Commission for Unesco

Excellencies,
Distinguished Participants,
Ladies and Gentlemen,

It is a privilege and a great pleasure for me to have an opportunity to welcome you on behalf of the Thailand National Commission for Unesco. We consider it an honour that our Commission has been able to render co-operation to Unesco once again by acting as co-host for another of Unesco's important meetings. We hope that all of you will find your stay in Bangkok pleasant and fruitful in every way and that the agenda of the Meeting will not be so strenuous that it might prevent you from enjoying the hospitality of our people.

I myself am still very new in my position as Secretary-General of the Thailand National Commission for Unesco. However as I have been with the Ministry of Education for quite some time, my association with the programmes and activities of Unesco has therefore been long enough to enable me to say with the fullest confidence that we truly appreciate the good work Unesco has been doing in promoting the development of education in this region. We also realize the importance of the APEID Programme in helping the member countries in Asia to share resources and experiences, as well as in helping each other to strengthen the efforts which are being done at the national level. With this realization, therefore, our National Commission will be happy to continue to assist Unesco and to give further co-operation in this programme as well as in other useful projects.

I trust that, with the participation of the various eminent representatives of the member countries, this Third Consultation Meeting on APEID will undoubtedly be a success, and will prove to be another big step towards a closer and more beneficial co-operation in the field of Educational Innovation in this region. I only want to add that if our National Commission can be of any further service to you during this meeting, our staff members who are on the joint Organizing Committee will be most happy to come to your assistance.

Thank you.

Annex III

Statement of welcome on behalf of Unesco
by Mr. Raja Roy Singh, Director
Unesco Regional Office for Education in Asia

Your Excellency, Dr. Nibondh Sasidhorn,
Your Excellencies,
Ladies and Gentlemen,

It is a great honour and privilege for me, speaking on behalf of Unesco, to extend to all our distinguished participants and guests a cordial welcome to Bangkok and to the Third Regional Consultation Meeting. We are grateful to the representatives from the member countries and from the Organizations for giving of their time from their important duties and, by responding to our invitation, testifying to their interest in the Programme which the Consultation Meeting is to consider.

May I take this opportunity to express, on behalf of Unesco and on my personal behalf, our deep gratitude to the Royal Government of Thailand, its Ministry of Education and the Thailand National Commission for Unesco, for so generously acting as host to this Meeting. I may recall that this month marks the 25th year since a Unesco Office was first established in Thailand and 15th year since Unesco Regional Office was seated in Bangkok. I should like to pay a special tribute of gratitude to the Government of Thailand for the co-operation and help which have sustained and strengthened Unesco's association with Thailand over a quarter of a century.

The Asian Programme of Educational Innovation for Development is a unique endeavour of the Member States in the region to develop their co-operative capacities for promoting and strengthening the cause of education in the individual countries and in the region. Unesco and its Director-General have a profound interest in and commitment to this Programme, symbolizing as it does faith in mutual co-operation, and confidence in the creative energies of the countries to renew themselves. This interest is both an assurance and a pledge; and in making it I am particularly glad to have the association of my colleagues from Unesco who have come all the way from Europe to be able to convey this to you personally, Mr. L. Fernig, Assistant Director-General of Unesco and Director of the International Bureau of Education, Mr. B.A. Haidara and Mr. E. Prabhakar. I extend them a warm welcome.

While Unesco has a deep interest in the Asian Programme of Educational Innovation for Development as a co-operative endeavour of the Member States and as their search for making international action relevant and responsive to national needs and problems, Unesco also recognizes that the Programme reflects an evolution which may have significant lessons to offer for Unesco's

activities generally. The way the Asian Programme is developing and is being implemented reinforces Unesco's current efforts towards decentralization both in the conception of programmes and their implementation. The Asian Programme has also evoked wide interest in other regions of the world. The Conference of African Ministers of Education which is meeting at Lagos early next week will be studying a similar proposal in the context of the needs and problems of African member countries. My colleague, Mr. Haidara, from Unesco Headquarters is proceeding from here directly to Lagos and will thus be in a position to convey to the Conference the ideas and experiences which are generated in our Meeting.

The present Meeting is the third in a series which Unesco has convened since the inception of the Asian Programme. These periodical consultations are integrally related to the concepts which underlie the Asian Programme; namely, it is a programme of the participating Member States, to be fashioned and guided by them; it builds on what they have and what they are willing to share; its focus is on development.

May I, with your permission, Excellency, briefly report on what our distinguished participants will be addressing themselves to over the next few days, to give us their suggestions and guidelines for action.

There is first a series of reviews which the Meeting will carry out. First is a review of the major trends in education in the Asian countries. This is intended to give to the Asian Programme its general bearing and directions. Then there is a review of the work which has actually been carried out by APEID in the last one year. We are particularly happy that besides Unesco, UNDP which has provided the basic support for the Asian Programme is a partner in this review. Then closely related to the progress review there is the Report of a Special Task Force which met last week here in Bangkok and made a detailed assessment of the methods of work adopted by APEID and their relative effectiveness. I should like at this point to pay a tribute of appreciation to the members of the Task Force and its distinguished Chairman, Dr. Siddiq, for the able and constructive manner in which they have carried out their assignment.

The second part of the Agenda looks to the future, particularly the Second Programme Cycle 1978-1982. Consideration of the future must necessarily be defined by the aspirations and emerging problems which the countries have in common. If the experience of the First Cycle of the Programme is held to have demonstrated the feasibility and validity of co-operative action among Member countries, the Second Cycle will, we hope, see such action further strengthened by the resolve of the participating countries. The guidelines which the Meeting will give will set the course for the Programme from now on and we look forward to its deliberations with profound interest.

Your Excellency, may I, on behalf of Unesco, express our special gratitude to you for agreeing to be with us this morning, despite the very heavy calls on your time by duties of State. We welcome you as a distinguished Member of the Royal Government of Thailand and also as a life-long educator and I request Your Excellency to inaugurate the Meeting.

APPENDIX A

LIST OF PARTICIPANTS OF THE SPECIAL TASK FORCE MEETING ON THE EVALUATION OF APEID's MODES OF OPERATION

Afghanistan	Dr. M.A. Fateh Siddiq First Deputy Minister of Education Ministry of Education, Kabul	(Chairman)
India	Dr. S.K. Mitra Joint Director National Council of Educational Research and Training (NCERT) Sri Aurobindo Marg, New Delhi 16	(Member group II)
Indonesia	Mr. Moegiadi Secretary Office of Educational and Cultural Research and Development (BP3K) Ministry of Education and Culture Gatot Subroto Kav. 41-42, Jakarta	(Vice-Chairman, and Chairman group II)
Japan	Dr. K. Koizumi Chief, Section for Educational Research Workshops in Asia National Institute for Educational Research (NIER) 6-5-22 Shimomeguro, Meguro-ku, Tokyo	(Member group I)
Republic of Korea	Dr. Yung Dug Lee Director Korean Educational Development Institute (KEDI) 20-1 Umyeon-Dong, Gangnam-Gu, Seoul	(Member group II)
Malaysia	Miss Asiah binte Abu Samah Director Curriculum Development Centre Ministry of Education $2\frac{1}{2}$ Miles, Jalan Damansara, Kuala Lumpur	(Rapporteur group III)
Nepal	Mr. T.M. Sakya Joint Secretary Ministry of Education Kathmandu	(Vice-Chairman and Chairman group I)

The Special Task Force worked through three working groups dealing with modes of operations relating to: (i) Exchange of experiences and development of personnel; (ii) Development meetings and training workshops; and (iii) Development and dissemination of materials and information. The officers and members of groups are indicated against participant names.

Pakistan	Dr. R.A. Shah Joint Educational Adviser Director, National Bureau of Curricula and Textbooks Ministry of Education, Islamabad	(Member group I)
Philippines	Dr. Dolores F. Hernandez Director Science Education Centre University of the Philippines Diliman, Quezon City	(Member group III)
	Dr. Paz G. Ramos Dean, College of Education University of the Philippines Diliman, Quezon City	(Rapporteur group II)
Singapore	Dr. Ruth H.K. Wong Director Institute of Education Paterson Road, Singapore 9	(Vice-Chairman and Chairman group III)
	Mr. Howard Chia Soo Kwang Media Adviser Singapore Educational Media Service Institute of Education Campus Paterson Road, Singapore 9	(Member group II)
Sri Lanka	Mr. K.D. Ariyadasa Deputy Director General of Education Director, Curriculum Development Centre Ministry of Education 255 Bauddhaloka Mawatha, Colombo 7	(Rapporteur group I)
Thailand	Mr. Prapat Saengwanit Secretary-General Thailand National Commission for Unesco Ministry of Education, Bangkok	(Member group II)
	Mrs. Choob Buspavanich External Relations Officer Thailand National Commission for Unesco Ministry of Education, Bangkok	(Member group I)
	Mrs. Pornnipha Limpaphayom Assistant Secretary of the Education Committee Thailand National Commission for Unesco Ministry of Education, Bangkok	(Member group III)

Appendix A

OBSERVERS

SEAMES

Dr. Kopr Kritayakirana (Member group II)
Programme Development Assistant
SEAMES
Darakarn Building, Bangkok

Dr. Siswojo Hardjodipuro (Member group II)
Senior Specialist
SEAMEO/INNOTECH Centre
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SECRETARIES OF THE MEETING AND ITS WORKING GROUPS

Dr. H.K. Paik
ACEID

Dr. M.C. Pant
ACEID

Mr. M.S. Ramos
ACEID

APPENDIX B

LIST OF DOCUMENTS EXAMINED AND REFERENCE MATERIALS USED BY SPECIAL TASK FORCE ON THE EVALUATION OF APEID'S MODES OF OPERATION

1. Unesco. Asian Centre of Educational Innovation for Development. National centres of educational innovation participating in APEID: directory and calendars for 1975. Bangkok, Unesco Regional Office for Education in Asia, 1975. 133 p. (Asian Programme of Educational Innovation for Development)

2. _____. _____. Centralized workshops in Singapore. Bangkok, Unesco Regional Office for Education in Asia, 1975. 32 p. (Education and Work 1)

3. _____. _____. Regional co-operation in educational innovation. Bangkok, Unesco Regional Office for Education in Asia, 1975. 12 p. (Asian Programme of Educational Innovation for Development)

4. _____. _____. Participation in innovation, report of participatory activities, July 1973-December 1975. Bangkok, Unesco Regional Office for Education in Asia, 1975. 79 p. (Asian Programme of Educational Innovation for Development)

5. _____. _____. Regional Field Operational Seminar on Educational Innovation, Bangkok, 2-7 September 1974. Interflow, report /of the Seminar/. Bangkok, Unesco Regional Office for Education in Asia, 1974. 63 p.

6. _____. _____. Regional Field Operational Seminar on Educational Innovation Phase III, Tokyo, 10 September-4 October 1974. Report /of the Seminar/ held at the National Institute for Educational Research, Tokyo. Bangkok, Unesco Regional Office for Education in Asia, 1974. 88 p.

7. _____. _____. Technical Working Group, New Delhi, 17-26 March 1975. The management of educational innovation, report /of the Working Group/ convened by ACEID and the National Council of Educational Research and Training, New Delhi. Bangkok, Unesco Regional Office for Education in Asia, 1975. 34 p. mimeo. (Asian Programme of Educational Innovation for Development)

8. _____. _____. Regional Planning Workshop, Quezon City, 19-31 May 1975. Teacher education and curriculum for development, report /of the Meeting/ organized by ACEID and the College of Education, University of the Philippines. Bangkok, Unesco Regional Office for Education in Asia, 1975. 50 p. (Asian Programme of Educational Innovation for Development)

9. Unesco. Asian Centre of Educational Innovation for Development. Evaluation of the APEID-Regional Planning Workshop on Teacher Education and Curriculum for Development, organized by ACEID and the College of Education, University of the Philippines, Quezon City, 19-31 May 1975. Bangkok, Unesco Regional Office for Education in Asia, 1975. 9 p. mimeo.

10. _____. _____. Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, Tokyo, 26-31 May 1975. Final report. Bangkok, Unesco Regional Office for Education in Asia, 1975. 1 v. (various paging)

11. _____. _____. Preparatory Group Meeting, Bangkok, 9-14 June 1975. Methodological design for the study of unused and under-utilized potentialities, report /of the Meeting/ Bangkok, Unesco Regional Office for Education in Asia, 1975. 24 p.

12. _____. _____. Experience report of curriculum developers from Pakistan, based on a tour of Singapore, Malaysia and Thailand, sponsored by UNICEF and Unesco, 21 June-1 September 1975. Bangkok, 1975. 40 p. mimeo.

13. _____. _____. Experience report of curriculum developers from Pakistan, based on study-cum-visits to projects in: Japan, Republic of Korea, Philippines and Thailand, sponsored by UNICEF and Unesco, 4 July-28 September 1975. 42 p. mimeo.

14. _____. _____. Preparatory Working Group Meeting, Seoul, 7-12 July 1975. Science in basic functional education: philosophy, approaches, methods and materials, report /of the Meeting/ Bangkok, Unesco Regional Office for Education in Asia, 1975. 49 p. (Asian Programme of Educational Innovation for Development)

15. _____. _____. Technical Working Group Meeting, Singapore, 28 July-2 August 1975. Educational technology in Asia, regional co-operation, report /of the Meeting/ convened by ACEID and Singapore Educational Media Service. Singapore Stanford College Press, 1975. 58 p. (Asian Programme of Educational Innovation for Development)

16. _____. _____. Report of the Mobile Team in Curriculum Development Observation Cum Study Tour and Mobile Team Operations in Nepal, 11 August-3 September 1975, sponsored by the Ministry of Education, Nepal and ACEID. Bangkok, Unesco Regional Office for Education in Asia, 1975. 16 p. mimeo. (Asian Programme of Educational Innovation for Development)

17. _____. _____. ACEID Newsletter, No. 4, September 1975. Bangkok.

18. Unesco. Asian Centre of Educational Innovation for Development. Regional Field Operational Seminar, Tokyo, 19 September-17 October 1975. Curriculum development for work-oriented education, report /of the Seminar/ organized by ACEID and the National Institute for Educational Research (NIER) of Japan. Bangkok, Unesco Regional Office for Education in Asia, 1976. 61 p. (Asian Programme of Educational Innovation for Development.

19. _____. _____. Technical Working Group Meeting, Kathmandu, 21-30 October 1975. Alternative structures and methods in teacher education, report /of the Meeting/ organized by ACEID and the Institute of Education, Tribhuvan University of Nepal. Bangkok, Unesco Regional Office for Education in Asia, 1975. 91 p. (Asian Programme of Educational Innovation for Development)

20. _____. _____. High-level Personnel Exchange Workshop, Pakistan, 1-10 November 1975. Co-operation in curriculum explorations, report /of the Workshop/ organized by ACEID and the National Bureau of Curricula and Textbooks, Ministry of Education, Islamabad. Bangkok, Unesco Regional Office for Education in Asia, 1976. 52 p. (Asian Programme of Educational Innovation for Development)

21. _____. _____. Training Course and Observation Cum Studies in Indonesia and Malaysia, 17 November-13 December 1975. Self-learning materials for the Sub-Regional Intensive Training Programme on Management of Educational Innovations. Bangkok, Unesco Regional Office for Education in Asia, 1975. 201 p. (Asian Programme of Educational Innovation for Development)

22. _____. _____. Technical Working Group Meeting, Manila, 26 November-11 December 1975. Science in basic functional education: links with real-life situations, report /of the Meeting/ convened by Science Education Centre, University of the Philippines and ACEID. Bangkok, Unesco Regional Office for Education in Asia, 1976. 55 p. (Asian Programme of Educational Innovation for Development)

23. _____. _____. Special Task Force Meeting on the Review and Evaluation of the Modes of Operation of the Asian Programme of Educational Innovation for Development. Bangkok, 15-18 January 1976. APEID's modes of operation. Bangkok, 1975. 18 p. mimeo. (ROEA-76/APEID-STF/3)